

**REPORT OF THE SPECIAL COMMITTEE  
TO EXAMINE ISSUES RELATED TO  
CLASS SIZE REDUCTION**

**NOVEMBER 29, 1999**

## **REPORT OF THE SPECIAL COMMITTEE TO EXAMINE ISSUES ON CLASS SIZE REDUCTION**

### **EXECUTIVE SUMMARY:**

*In 1998 the Maryland General Assembly established the Special Committee to Examine Issues Related to Class Size Reduction. The Committee's purpose was to review the effects and results of past legislative action and local education agencies' initiatives pertaining to class size reduction and to propose modifications and remedies as needed. In 1999, the Maryland General Assembly amended the charge to include "reviewing the benefits and necessity of reducing class size for mathematics in public schools and reading instruction in the third grade.*

*Members of the Special Committee were appointed by Governor Glendening and met monthly from December 1998 until November 1999. In order to gather research and input, the Committee hosted several organizations including the Education Commission of the States, Maryland State Teachers Association, Maryland State Department of Education, and others associated with class size reduction initiatives. The Committee also gathered input through two public forums – one in Annapolis and one in Towson during the State Leadership Conference of the Maryland PTA.*

*The Committee examined many research reports including the Tennessee STAR report, read extensively, reviewed the class size reduction initiatives in other states and school systems, reviewed class size reduction programs in Maryland schools, and investigated related issues such as teacher workforce and availability of instructional space. Maryland's focus on high standards for all schools and students compels the Committee to submit full-day class size reduction as a critical element in strengthening student achievement and continuing student progress.*

*A draft report was developed, reviewed, and revised by the Committee. A subsequent draft was sent to interested parties for their review. Comments of interested parties were generally supportive of the recommendations of the Committee.*

### **Recommendations of the Special Committee to Examine Issues Related to Class Size Reduction:**

- 1. We recommend that Maryland take immediate steps to reduce class size. Class size reduction programs should focus on reduction of class size for the full teaching day, including half-day kindergarten. Reducing class size for instructional blocks, rather than all day reductions, should not be the goal.**
- 2. We recommend that class size be reduced to one teacher per thirteen to seventeen students in kindergarten through grade three.**

- 3. We recommend that the State provide additional funds to all school systems to phase-in, over four years, a program of class size reduction in kindergarten through grade three. Funds must be available for teacher salaries, staff development, instructional materials, and facilities. State funds should not supplant local funds.**
- 4. We recommend that other grade levels, special classes, and instructional programs not be negatively affected by implementing class size reduction.**
- 5. We recommend that class size reduction programs in each school system initially target the lowest performing schools and/or schools with the greatest academic challenges.**
- 6. We recommend that some flexibility in planning class size reduction programs be given to school systems as they implement all day class size reduction within the four-year period. Some school systems might target specific grades or schools, while others might begin by reducing class sizes in one grade level each year.**
- 7. We recommend that the State Interagency Committee re-evaluate and change the formula for State Rated Capacity, eligibility, and shared construction cost guidelines for construction projects for all grades targeted for class size reduction. Adjustments to the formula that set the size of classrooms and the number of students per classroom need to be considered so that shortage of instructional space does not become a problem. Utilization of surplus funds for FY 2001 and thereafter should be targeted to PayGo projects.**
- 8. We recommend that the Maryland State Department of Education collect data that show the actual number of students in each class in Maryland. While the current teacher-pupil information reported provides a picture of the staffing intensity and meets federal reporting requirements, this measure does not provide the needed information to examine the true size of classes in Maryland schools. Teacher-student ratios should not be used in evaluating class size.**
- 9. We recommend that class size reduction programs be monitored and evaluated over time to determine effectiveness and impact on student achievement, attendance, classroom management, and teacher retention.**
- 10. We recommend that a longitudinal study be established and funded with an institution of higher education or research center to investigate the effects of class size reduction on student performance in grades four through twelve.**

*The Special Committee urges the General Assembly to carefully consider these recommendations. Implementation of these recommendations will help assure Maryland citizens that our children continue to receive the best possible education and that their academic performance reaches the high standards that have been set for all students.*

## **REPORT OF THE SPECIAL COMMITTEE TO EXAMINE ISSUES RELATED TO CLASS SIZE REDUCTION**

### **I. Background Information on Special Committee**

- A. PURPOSE:** House Joint Resolution 15 of the 1998 Maryland General Assembly requested that Governor Glendening establish a **Special Committee to Examine Issues Related to Class Size Reduction**. The purpose of the Special Committee is to "study class size reduction programs in the State and in other states, to review the effects and results of past legislative action and individual Local Educational Agency initiatives pertaining to this issue, and to propose modifications and remedies as needed." The Committee was created because "current law does not speak to the full range of solutions that are necessary to address and effectively impact the issue of class size reduction."

**CHARGE:** The charge to the Committee is to "examine the issues of reducing class size and to prepare changes to current law and to the State and county education systems that might better meet the needs of children and county boards of education." The 1999 Legislature amended this charge through HB 187/SB 137 that states that the Committee will "include in its report to the Governor and the General Assembly the benefits and necessity of reducing class size for mathematics in public schools and reading instruction in the third grade."

- B. PROCESS:** Members of the Special Committee were appointed by Governor Parris Glendening and represent different education organizations and constituencies (see appendix). The Special Committee conducted its first meeting December 1998 and delivers its report December 1999. Monthly meetings have been held and interested parties have been welcome to observe the discussion. Presentations were made to the Committee by the Maryland State Teachers Association (MSTA) on the results of their class size survey, the Education Commission of the States on research and state initiatives, by Maryland State Department of Education staff on teacher workforce and facilities issues, and by local school systems on class size and school initiatives. The Committee has sought the ideas of diverse stakeholders using forums as one way to obtain input.

Each of the twelve meetings of the Special Committee was devoted to advancing the Committee's understanding of class size issues and to the development of recommendations that are research-based or built on practices that show promise.

A summary of the meetings, illustrating the progression of the work of the Special Committee through three phases of activity, follows:

#### INFORMATION GATHERING PHASE

December 10, 1998	<ul style="list-style-type: none"> <li>▪ orientation to the charge</li> <li>▪ identification of areas and issues for deliberation</li> <li>▪ development of a rough timeline for development of the final report</li> </ul>
January 25, 1999	<ul style="list-style-type: none"> <li>▪ generation of key questions to answer</li> <li>▪ presentation by Maxine Woodland, MSTA, Reporting on MSTA's Class Size Survey</li> </ul>
February 22, 1999	<ul style="list-style-type: none"> <li>▪ presentation by: <ul style="list-style-type: none"> <li>- Mr. Gary Heath, Chief Arts &amp; Science Section, Maryland State Department of Education on HB 187/ SB137, and HB 962</li> <li>- Ms. Lynn Gilli, Chief, Career Technology Instruction Branch on the Intervention Plan and emerging recommendations on class size</li> <li>- Mrs. Louise Tanney, Section Chief, Certification and Accreditation, Maryland State Department of Education on the Maryland Staffing Report</li> <li>- Dr. Yale Stenzler, Executive Director, Interagency Committee on Public School Construction, on the impact on school facilities</li> </ul> </li> <li>▪ discussion focused on the proposed bills and on teacher workforce and facilities/space issues pertinent to class size reduction</li> </ul>
March 15, 1999	<ul style="list-style-type: none"> <li>▪ presentation by Mr. Chris Pipho, Education Commission of the States capsuling research and state initiatives in class size reduction</li> <li>▪ presentations by local school systems and schools: <ol style="list-style-type: none"> <li>1) Dr. Patti Flynn, Director of Academic Programs, Montgomery County Public Schools on the comprehensive reading initiative and class size reduction for algebra I</li> <li>2) Dr. Betty Morgan, Chief Academic Officer, and Dr. Charlene Cooper Boston, Northeast Area Executive Officer, Baltimore City Public Schools on the school system's efforts to reduce class size using two models</li> <li>3) Ms. Susan Deise, Principal, Fifth District Elementary School in Baltimore County reporting on block scheduling model</li> </ol> </li> </ul>

## DEVELOP CONTENT AND RECOMMENDATIONS PHASE

April 12, 1999	<ul style="list-style-type: none"><li>▪ identification of initial consensus statements on class size reduction</li></ul>
May 10, 1999	<ul style="list-style-type: none"><li>▪ continued work on core of ideas as a beginning point for committee recommendations</li><li>▪ established two forums for public comment on initial ideas of the committee</li></ul>
June 14, 1999	<ul style="list-style-type: none"><li>▪ identified criteria for recommendations</li><li>▪ continued deliberation on issues</li></ul>
July 19, 1999	<ul style="list-style-type: none"><li>▪ presentation by Dr. Larry Leak, Assistant State Superintendent, Certification and Accreditation Division, Maryland State Department of Education on teacher workforce issues and initiatives.</li><li>▪ developed initial set of recommendations</li></ul>
August 9, 1999	<ul style="list-style-type: none"><li>▪ presentation by Dr. Yale Stenzler, Executive Director, Interagency Committee on Public School Construction, on the impact of class size reduction on facilities and school construction</li><li>▪ continued deliberation on issues and drafting of recommendations</li></ul>
September 13, 1999	<ul style="list-style-type: none"><li>▪ meeting of the writing team to draft report</li></ul>

## REPORT: PREPARATION AND ACCEPTANCE PHASE

October 11, 1999	Discussion of draft report.
October 18, 1999	Writing committee met to revise report.
November 6, 1999	Report distributed to interested groups.
November 22, 1999	Final revisions and acceptance of final report by the committee.

**C. Forums:** The Special Committee conducted two forums to obtain input on class size reduction. Organizations representing diverse education stakeholders were invited to comment on June 14, 1999 and on July 17, 1999. The latter forum was conducted in coordination with the Maryland PTA State Leadership Conference. Speakers were asked to focus comments on the following questions:

- What is your definition of class size?
- Do you believe that class size reduction should be a top priority for Maryland public education and local school systems? Why or why not?
- What do you believe to be the priorities and conditions for effectiveness in class size reduction?
- Are there benefit and necessity to reduce class size for mathematics and/or for reading instruction in the third grade?
- Would similar achievement gains be evidenced through other, less costly, interventions?

- Is class size reduction worth the investment?

Organizations that provided testimony included: Maryland State Department of Education, Maryland Education Coalition, Public School Superintendents Association of Maryland, St. Mary's County Public Schools, Maryland PTA, Maryland State Teachers Association, and many individual parents and local PTAs.

Almost all speakers voiced strong support of class size reduction. Many cited research reports such as the Tennessee STAR report, personal experiences, and school and school system plans, in support of reducing class size. Most urged that class size reduction should be a top priority for Maryland primary grade classrooms. Several commented on workforce and facilities issues.

A list of these organizations and written testimony are included in the appendix.

- D. Survey of School Systems:** A survey was forwarded to the twenty-four Maryland school superintendents to learn about school system plans in class size reduction. Seventeen of the twenty-four school systems responded. Most school systems responded that class size information was regularly collected by the school system on each school in the system.

A number of school systems have plans in place to reduce class size while others have incorporated efforts to reduce class size in SAFE plans or Title I plans. Howard and Montgomery Counties Public Schools have detailed plans that refer to research as the basis for the plan. The Dorchester and Caroline County Public Schools responses describe how class size reductions were initiated through SAFE plans. Carroll and Kent indicated that class size reduction is a school system priority and a goal in the school systems' strategic plans. In discussing efforts to reduce class size, most systems acknowledged the connection between class size and improved student achievement.

Most systems concentrated efforts in the primary grades, and if there was a subject area focus, it was reading. There were some efforts to reduce class size in middle school and three systems indicated that they were studying the possibility of reducing class size in high schools. Although most school systems recognized the connections between student achievement and class size, few school systems planned to reduce class size to those indicated in the Tennessee STAR research.

Details of the survey are included in the appendix.

- E. Federal Class Size Reduction Program:** For school year 1999-2000 the federal government allocated to Maryland \$17.4 million dollars for a new class size reduction program. This program has resulted in over 380 teachers being added to primary grade classrooms in Maryland. If this program were to be totally funded, the goal of this program would be to reduce class size in grades one, two, and three, to one teacher to 18 students. Funds are distributed through a formula that is based 80% on intensity and size of a school system's poverty population and 20% on total student population.

In addition to paying salaries, some funds are available for staff development and administration. Continuation of this program is contingent on reauthorization of the Elementary and Secondary Education Act that is currently before Congress.

A chart summarizing the numbers of teachers hired through the federal program is included in the appendix.

## **II. SUMMARY OF RESEARCH ON CLASS SIZE**

Reduction of class size has received much attention as a strategy that can boost the academic achievement of children. It is considered a means to improve student achievement, decrease class distractions and disruptions, provide more instructional time, increase student engagement, and improve classroom management. Smaller classes provide for greater interaction between the teacher and students and greater opportunity for higher order questioning and responses. While parents and teachers have long believed smaller classes to be an important ingredient to academic success, this belief is now backed by the findings of research.

The research on class size reduction and its impact on student achievement pre-K to grade 12 is concentrated on the early elementary years (K through 3). At this point, there is very limited research on class size reduction in the higher grades or in other subject areas such as mathematics. Evidence exists that class size reduction to a 1:13-17 teacher-student ratio in grades K-3 yields higher academic achievement among students in smaller classes when compared with students in classes of 25 students or more. Research also indicates that while a positive impact is sustained as the ratio approaches 1:20, the positive impact decreases as the number of students increases. There is evidence that reduced class size yields positive results.

One of the most notable examinations of reduced class size is Tennessee's effort through Project STAR (Student Teacher Achievement Ratio) and the Lasting Benefits Study in which a random assignment comparison group study was used to determine the effects of class size in grades K-3. Students participating in the smaller classes (approximately 15 students per class) were followed as they returned to larger classes in grade 4 and onward through the Lasting Benefits Study. The findings of these large-scale studies demonstrated that students served in smaller classes in grades K-3 evidenced higher achievement than students did in larger classes. This positive effect persisted when those students returned to larger classes in grade 4 and continued through the secondary level. Students in the smaller classes in grades K-3 consistently outperformed students in the larger classes on a variety of measures, including academic achievement, participation in extra curricular activities, and honors courses. The smaller classes in K-3 provided a firm foundation and value added through graduation. One of the most important findings from the Tennessee studies is the significant positive impact of class size reduction on the performance of economically disadvantaged children.

Large-scale efforts to reduce class size have been initiated by nearly 20 states including:

- Texas (1984) legislated class size reduction to one teacher to 22 students in grades Kindergarten to four with implementation over a five-year period.

- Nevada (1990) initiated a class size reduction initiative with the target of a 1:15 teacher student ratio for grades K through 3, a 1:22 ratio for late elementary grades, and a 1:25 ratio for the secondary level.
- California (1996) initiated a massive Class Size Reduction Program providing funds to school districts to decrease the teacher-student ratio to 1:20 in Kindergarten through 3<sup>rd</sup> grade.

The California experience is informative. While early indications are that achievement has begun to improve, the California "one size fits all" with no phase-in of the program has created significant problems. With 1.9 million students assigned to smaller classes, 18,000 new teachers were immediately needed. Many were hired who were inexperienced and one quarter of these new teachers lacked teaching credentials. Schools also had problems quickly finding space for these new classes.

A chart summarizing the class size reduction efforts of other states is included in the appendix.

### **III. SPECIAL COMMITTEE DISCUSSION/DELIBERATION**

Based on our deliberations and research we believe that every child should have the opportunity to receive quality rigorous instruction in a quality public school. Therefore, it is the responsibility of all stakeholders to provide a learning environment that enables all children to be successful.

We believe that:

1. Class size reduction is an important element in improving student learning and achievement.
2. Class size reduction contributes to total school improvement.
3. Class size reduction will be most successful with a confident and competent teacher in every classroom.
4. Class size reduction improves the teacher's opportunity to reach each student.
5. Class size reduction fosters better classroom management.
6. Class size reduction improves teacher retention and job satisfaction.
7. Class size reduction is defined as all day reduction with one teacher to thirteen to seventeen students.
8. Class size reduction has the greatest impact in the early grades.
9. Class size reduction will require the amendment of the State Rated Capacity by the State Interagency Committee on School Construction.

10. Class size reduction should be implemented with proper funding.
11. Class size reduction has lasting benefits and therefore is worth the investment.

**A. PHILOSOPHY:** In Maryland, as in the nation, much attention is being paid to ensure a public education system that enables all children to reach full potential. The policy direction and focus of resources are on achieving continuous progress in school and the student performance necessary to increase student achievement to meet the challenges and demands of our society in the new millennium. Maryland's program of accountability in education and its initiatives to strengthen schools are all focused on achievement of standards that will position graduates well in a changing world.

The Special Committee to Examine Issues on Class Size Reduction believes that smaller classes are an important element in improving student achievement. Reducing class size on a full-day basis, as a component of a comprehensive school reform effort, is an effective practice that will contribute to increased academic achievement for all students and particularly for traditionally disadvantaged and low performing children. Smaller classes enhance a teacher's ability to provide individual attention to each student in the class and results in more time on tasks for the student. The Committee believes that better classroom management, fewer disciplinary problems, and greater opportunities for communication with parents, are added benefits to reducing class size. Smaller classes will enable teachers to better meet the unique learning needs of different special populations (such as children with disabilities, and children for whom English is a second language) in the traditional classroom setting.

The Special Committee believes that class size reduction programs are best when implemented as a full-day approach. Reducing class size for a particular block of time for one subject area is positive, but does not allow for the full potential of class size reduction to be realized. For example, reducing class size for 90 minutes for reading only, will not result in an improvement in mathematics or in other equally important subject areas, in increased parent-teacher interactions, and in increases in other measures of school performance.

**B. EVIDENCE FROM EXPERIENCE AND RESEARCH:** The Special Committee, in examining the research and evaluating feedback and testimony, finds sufficient evidence that:

- Class size reduction has a significant impact on improving student performance in the early grades (K-3) and that positive outcomes persist through the later learning years.
- Class size reduction is an important factor in improving the academic achievement of economically disadvantaged children and minority populations who may be at-risk due to limited school readiness.
- Smaller classes with a qualified teacher result in better academic achievement of students than larger classes with a teacher and an aide.
- Class size reduction programs are best implemented when used as a full-day approach in a comprehensive effort of school improvement.

The positive impact of class size reduction is clearly evident in the early grades, but research is limited with respect to the effects of smaller classes in the upper elementary, secondary grades, and in the transition years. While little is known regarding the comparative cost-benefit of class size reduction versus other promising practices, many committee members believe that there is a long-term cost benefit to schools and society in ensuring that students in the primary grades get the best possible start to future school years.

The experience of teachers is important to informing policy decisions regarding class size. Teachers report that:

- Smaller classes enable teachers to enhance student performance and preparation for assessment programs.
- There are more opportunities to individualize instruction and meet the different learning needs of all students.
- Classroom management and discipline are improved in smaller classes.
- Parent-teacher communication and cooperation is improved.

**C. DEFINITION:** The Special Committee believes that a consistent definition of class size is needed in Maryland. The Committee recommends that class size reduction be defined as the all-day reduction of the number of students per teacher in each classroom. The Committee further recommends that the goal for class size be established as 1:13-17 in grades K-3 given the strong evidence from research about the positive effects on student achievement of reducing class size.

Initiatives that serve to reduce the number of students per teacher for specific subjects or for specific segments of the school day are considered, by the Committee, as efforts to reduce the size of “instructional groups”. While an important step toward class size reduction, this is not considered to be class size reduction and does not provide for the full range of benefits that will occur as a result of full-day class size reduction. For schools considering this option, caution is advised regarding the potential increase of class size in other subjects and/or specials (such as physical education, art, music) to permit smaller instructional groups in reading or other academic subjects, unless the larger classes are essential to learning.

Currently, teacher-pupil ratio is reported to the State and it often is used as a proxy measure for actual class size. This ratio includes instructional staff who may or may not be in the classroom delivering instruction and does not provide accurate information about the actual size of Maryland’s classrooms. To further cloud the issue, school systems may collect actual class size data using different definitions and methods.

**D. CONDITIONS FOR EFFECTIVE CLASS SIZE REDUCTION:** The Special Committee believes that efforts to reduce class size must occur within the context of total school improvement and must be an integral part of the school improvement plan. While class size reduction, in and of itself, is a powerful tool for improving student performance, other factors are also important. Effective implementation of class size

reduction programs should be built around a comprehensive plan that includes the following important elements:

- Availability of qualified, certificated teachers.
- Adequate instructional space and facilities.
- Staff development.
- Administrative support
- Parent and community support.

If class size reduction efforts are put in place in grades K to 3 only, other grade levels should not be allowed to increase class size to accommodate decreased class size in the early learning years. Moreover, funds should be additional to enable lower class sizes and not taken away from other critical educational programs and services (i.e. instructional programs, library services, music and art instruction).

Qualified, certificated, effective teachers are necessary to improve student performance in any class size reduction effort. For the full benefit of class size reduction programs to be realized, continuing professional development is essential. Additionally, reducing class size should not negatively impact current or future teacher salaries.

- E. Research Needs:** At the later elementary and secondary grades, the Special Committee believes that insufficient evidence exists to guide policy direction. There is a tremendous need to evaluate different class size reduction approaches in the upper grade levels, in different subject areas, and in the transition years of elementary school to middle school and from middle to high school. Innovation should be encouraged to try-out and evaluate different class size reduction approaches, particularly at the secondary level. Cooperative research projects between school systems and colleges and universities and other research entities should be encouraged for this purpose.
- F. IMPLEMENTATION OF CLASS SIZE REDUCTION:** The Special Committee believes that there needs to be flexibility in implementation of class size reduction initiatives as one set class size reduction approach will not work for all schools and school systems. For example, during phase-in of programs, school systems should be allowed to target schools and grades where class size reduction will best serve students. Class size reduction should include baseline data and ongoing evaluation to determine impact on student achievement and other elements related to instruction, student support, and school operation (i.e., safety, etc.). State policy should include phased-in implementation (i.e., grade level vs. geographic vs. school system performance vs. poverty) that first targets the most disadvantaged and lowest performing schools and populations. Accountability and evidence of effectiveness should inform and guide growth.
- G. ISSUES RELATED TO CLASS SIZE REDUCTION:** The Special Committee discussed significant issues that effect statewide class size reduction efforts.

**Teacher Workforce:** Class size reduction should be phased-in over four years as Maryland is currently experiencing a teacher shortage in all school systems. Recent

statewide new teacher hires have dramatically increased and over 50% of the Maryland teacher workforce will be eligible to retire by 2003.

All options for increasing the teacher supply and effectiveness should be carefully considered by the General Assembly. However, teacher shortages should not retard the implementation of class size reduction. Reduced class sizes might well prove to be an incentive for teachers to relocate and to stay within public school systems in Maryland.

The special needs and circumstances of Baltimore City and Prince George's County Public Schools need to be considered as a statewide class size reduction program is implemented. The statewide potential for staff from one system to be lured to another system is a concern and must be monitored.

Class size reduction programs are best initiated in a comprehensive program that includes training. Therefore pre-service teacher certification programs and in-service teacher training programs should include training on effective ways to teach in smaller classes.

**Facilities:** In a number of schools a shortage of adequate instructional space will prove to be an issue as class sizes are reduced. With the phasing-in of class size reduction, along with the recent expansion of funding for the renovation of existing schools and the construction of new schools, issues related to the shortage of instructional space will not be eliminated but may be reduced. Therefore, the State Rated Capacity (SRC) for schools must be reviewed and changed commensurate with the target established for class size reduction.

The Maryland capital budget should reflect funding for the capital components of class size reduction in schools. Utilization of surplus funds for FY 2001 and thereafter should be targeted to PayGo projects.

**HB 187/SB 137:** Current legislation does not reflect research and the committee's recommendation that class size reduction be reduction of class size for the full teaching day. While supportive of the legislation's focus on class size, the Committee is concerned that these bills seem to focus on only reducing class size for instructional groups in reading and do not attend to the importance of reducing class size in other equally critical subject areas or the benefits of full day class size reduction.

The Special Committee was unable to find research that strongly documents improved student performance in middle grades or secondary school with reduced class size in mathematics or other specific subject areas. The Committee recommends that additional research be considered in this area.

**Federal Funds:** Federal funds for education should be directed to support class size reduction. Strong efforts should be made to advocate and inform the federal funding process so that federal funding for class size reduction is substantially increased and is available for an extended period of time.

#### **IV. RECOMMENDATIONS:**

- 1. We recommend that Maryland take immediate steps to reduce class size. Class size reduction programs should focus on reduction of class size for the full teaching day. Reducing class size for instructional blocks, rather than for all day, should not be the goal.**
- 2. We recommend that class size be reduced to one teacher per thirteen to seventeen students in Kindergarten through grade three.**
- 3. We recommend that the State provide additional funds concurrently to all school systems to phase-in, over four years, a program of class size reduction in Kindergarten through grade three. Funds should be able to be used for teacher salaries, staff development, instructional materials, and facilities.**
- 4. We recommend that other grade levels, special classes, and instructional programs not be negatively affected by implementing class size reduction.**
- 5. We recommend that class size reduction programs in each school system initially target the lowest performing schools and/or schools with the greatest academic challenges.**
- 6. We recommend that some flexibility in planning class size reduction programs be given to school systems as they implement all day class size reduction within the four-year period. Some school systems might target specific grades or schools, while others might begin by reducing class sizes in one grade level each year.**
- 7. We recommend that the State Interagency Committee re-evaluate and change the State Rated Capacity and eligibility guidelines for construction projects for all grades targeted for class size reduction. Adjustments to the formula that sets the size of classrooms and the number of students per classroom need to be considered so that shortage of instructional space does not become a problem. Utilization of surplus funds for FY 2001 and thereafter should be targeted to PayGo projects.**
- 8. We recommend that the Maryland State Department of Education collect data that show the actual number of students in each class in Maryland. While the current teacher-pupil information reported provides a picture of the staffing intensity and meets federal reporting requirements, this measure does not provide the needed information to examine the true size of classes in Maryland schools. Teacher-student ratios should not be used in evaluating class size.**
- 9. We recommend that class size reduction programs be monitored and evaluated over time to determine effectiveness and impact on student achievement, attendance, classroom management, and teacher retention.**
- 10. We recommend that a longitudinal study be established and funded with an institution of higher education or research center to investigate the effects of class size reduction on student performance in grades four through twelve.**

*The Special Committee urges the General Assembly to carefully consider these recommendations. Implementation of these recommendations will help assure Maryland citizens that our children continue to receive the best possible education and that their academic performance reaches the high standards that have been set for all students.*

# HOUSE JOINT RESOLUTION 15

FI

8lr2200

By: Delegates Heller, Taylor, Hixson, Beck, Benson, Bobo, Bozman, Cadden, Comeau, Conway, Cryor, D. Davis, Dewberry, Doory, Eckardt, Exum, Faulkner, Finifter, Goldwater, Healey, Hubbard, B. Hughes, Hurson, Kach, Klausmeier, Love, Mandel, McHale, McKee, Menes, Miller, Mohorovic, McClenahan, O'Donnell, Pitkin, Preis, Rzepkowski, Shriver, Slade, Valderrama, Workman, C. Davis, Kopp, and ~~C. Mitchell C. Mitchell~~, and Pendergrass

Introduced and read first time: February 13, 1998

Assigned to: Ways and Means

Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 26, 1998

RESOLUTION NO. 10

## HOUSE JOINT RESOLUTION

1 A House Joint Resolution concerning

2 Education - Class Size Reduction Program - Appointment of Special Study  
3 Committee

4 FOR the purpose of requesting the Governor to appoint a special committee to study  
5 the class size reduction programs in the State and in other states, to review the  
6 effects and results of past legislative action and individual Local Educational  
7 Agency initiatives pertaining to this issue, and to propose modifications and  
8 remedies, as needed; providing for the membership of the committee and the  
9 appointment of its chairperson; requiring the committee to submit a report to  
10 the Governor and the General Assembly on or before a certain date; and  
11 generally relating to the establishment of a special committee to review issues  
12 relating to class size in the public schools in the State.

13 WHEREAS, Current law does not speak to the full range of solutions that are  
14 necessary to address and effectively impact the issue of class size reduction; now,  
15 therefore, be it

16 RESOLVED BY THE GENERAL ASSEMBLY OF MARYLAND, That the  
17 Governor is requested to appoint a special committee to examine the issues of  
18 reducing class size and to propose changes to current law and to the State and county  
19 education systems that might better meet the needs of children and county boards of  
20 education; and be it further

21 RESOLVED, That the committee be composed of:

### EXPLANATION:

Underlining indicates amendments to bill.

~~Strike-out~~ indicates matter stricken by amendment.



## HOUSE JOINT RESOLUTION 15

1 (a) ~~Three~~ Two members of the House of Delegates appointed by the Speaker of  
2 the House;

3 (b) ~~Three~~ Two members of the Senate of Maryland appointed by the President  
4 of the Senate;

5 (c) ~~Seventeen~~ Eleven members appointed by the Governor, as follows:

6 (1) One representative from each of the following:

7 (i) The State Department of Education;

8 (ii) The Maryland Association of Boards of Education;

9 (iii) The Public School Superintendents' Association of Maryland;

10 (iv) The Maryland Association of Elementary School  
11 Administrators;

12 (v) The Maryland Association of Secondary Principals; and

13 (vi) The Maryland Association of Counties;

14 (2) ~~Three~~ One classroom ~~teachers~~ teacher;

15 (3) ~~Three~~ Two parents selected from a list submitted by the Maryland  
16 State Parent-Teacher Association;

17 (4) One student;

18 ~~(5) Two members of the general public; and~~

19 ~~(6) (5) Two professors from Maryland colleges~~ One professor from a  
20 Maryland college of Education; and be it further

21 RESOLVED, That the Governor shall appoint a chairperson from the members  
22 of the committee; and be it further

23 RESOLVED, That the Maryland Department of Education shall provide staff to  
24 the committee; and be it further

25 RESOLVED, That the members of the committee shall serve without  
26 compensation except that the members may be reimbursed for expenses under the  
27 State Standard Travel Regulations, as provided in the State budget; and be it further

28 RESOLVED, That the committee report its findings and recommendations to  
29 the Governor, and in accordance with § 2-1246 of the State Government Article, to  
30 the General Assembly on or before December 1, 1999; and be it further

31 RESOLVED, That a copy of this Resolution be forwarded by the Department of  
32 Legislative Services to the Honorable Parris N. Glendening, Governor of Maryland;

**HOUSE JOINT RESOLUTION 15**

**3**

- 1 the Honorable Thomas V. Mike Miller, Jr., President of the Senate of Maryland; and**
- 2 the Honorable Casper R. Taylor, Jr., Speaker of the House of Delegates.**

**Approved:**

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**Speaker of the House of Delegates.**

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**President of the Senate.**

**SPECIAL COMMITTEE**  
**TO EXAMINE ISSUES RELATED TO CLASS SIZE REDUCTION**

(Revised 11/99)

**Gerald L. Boarman, Ed.D.**  
Chairman  
(Principal, Eleanor Roosevelt High School)

**Henry "Hank" Raymond, Ph.D.**, Interim Dean  
School of Education & Professional Studies  
Bowie State University

**Ms. Abby P. Beytin**  
(Teacher, Timber Grove Elementary School)

**Ms. Carmela Anne Veit**  
(President, Maryland Congress of Parents &  
Teachers Association)

**Ms. Judith G. Cephas**  
(Teacher, Patuxent Grove Elementary School)

**The Honorable Marvin F. Wilson**  
Prince George's County Council

**The Honorable Joan Carter Conway**  
Senate of Maryland

**Lorraine A. Costella, Ph.D.**  
Superintendent  
Kent County Public Schools

**Mr. Mark Crusante**  
(Student, Oxon Hill High School)

**Mr. James B. Dryden**  
Executive Director  
Maryland Association of Elementary School  
Principals (MAESP)

**Ms. Sandra H. French**  
Howard County Board of Education

**Mr. Gary L. Heath**  
Chief Arts & Science Section  
Maryland State Department of Education

**The Honorable Henry B. Heller**  
Maryland House of Delegates

**The Honorable Paula C. Hollinger**  
Senate of Maryland

**Ms. Emily B. Jackson**  
(President, St. Mary's County Parent Teacher  
Association)

**The Honorable Robert McKee**  
Maryland House of Delegates

**Mr. J.C. Parker, Jr.**  
(Teacher & Member, Maryland State Teachers  
Association [MSTA])

## **SUMMARY INFORMATION FROM SURVEY OF LOCAL SCHOOL SYSTEMS ON CLASS SIZE REDUCTION EFFORTS**

In an attempt to gather information about current school system efforts to reduce class size, the Committee sent a survey to the superintendents of schools in each school system. The survey asked for responses to four questions:

1. Do you have any information or reports on class size in your school system that would be of interest to the special committee? If so, please append.
2. Do you have any system-wide class size reduction plans? Initiatives underway? If so, please describe.
3. Do you have any targeted class size reduction plans? Initiatives underway? If so, please describe.
4. Do you have specific schools in your system that have reduced class size through innovative/other changes to structure/organization? If so, please cite and describe.

The committee received responses from 17 of the 24 school systems. In addition to the responses to the questions, school systems supplied the class size summaries that were collected by the school system as a part of their regular reporting system. Most of the school systems indicated that they regularly collected class size information for every school in their system.

The attached charts summarize the range of information provided by the systems. The first column identifies the system. The second column states whether the system has a system wide plan to reduce class size. A number of systems have these plans in place as separate initiatives, while several others have incorporated the effort to reduce class size in their SAFE plans or Title I plans. Howard County and Montgomery County Public Schools have very detailed plans for their systems and refer to research as the basis for much of their proposals. Dorchester and Caroline County Public Schools describe how they have initiated class size reductions as part of their SAFE plans. Other systems such as Carroll and Kent

indicated that class size reduction is a school system priority and a goal in the strategic plan. In discussing their efforts to reduce class size, most of the systems acknowledged the connection between class size and improved student achievement.

The third column details whether the system had a program underway to reduce class size. Most of the systems that responded did have an initiative underway. There were common areas on emphasis in these plans. Most of the systems concentrated their efforts on reducing class size in the primary grades, and if they focused on a specific area it was reading. The next most common area of focus was in the area of reading in the middle schools. There were efforts to decrease class size in Algebra I courses whether in the middle or high schools. Systems that gave priorities to selected schools used poverty levels, Title I eligibility, and reading achievement. Three school systems indicated that they were studying the possibility of class size reduction in high schools.

The fourth columns describes the current class sizes. It was not possible to determine these numbers in every LSS. Even when the county had a plan to reduce the class size, the current class size was not reported.

The last column describes planned class size. Although most of the reports acknowledge the connection between achievement and class size, and they refer to research such as the STAR report, few systems planned to reduce class size to as low as the numbers cited in the STAR report.

SCHOOL SYSTEM	SYSTEMWIDE PLAN	CURRENT INITIATIVES	CURRENT CLASS SIZE	PLANNED CLASS SIZE
ANNE ARUNDEL	YES AS OF 4/97	TO REDUCE CLASS SIZE IN GRADE 1 DURING 98 SCHOOL YEAR THROUGH 31 ADDITIONAL TEACHERS		FY98 GR1 22:1 FY 99 GR2 22:1 FY00 GR3 22:1 FY 01 GR4 24:1
BALTIMORE COUNTY		45 ADDITIONAL POSITIONS TO REDUCE READING CLASSES IN GRADED 1-3  5 ADDITIONAL MIDDLE SCHOOL MATH TEACHERS	ELEMENTARY 23:1 MIDDLE 26.2:1 HIGH 26.6:1	
CALVERT COUNTY	BOARD OF EDUCATION RESOLUTION TO REDUCE CLASS SIZE	K-2 20:1  FULL TIME READING SPECIALIST ES AND MS		

<b>SCHOOL SYSTEM</b>	<b>SYSTEMWIDE PLAN</b>	<b>CURRENT INITIATIVES</b>	<b>CURRENT CLASS SIZE</b>	<b>PLANNED CLASS SIZE</b>
CAROLINE COUNTY	YES, THROUGH SAFE FUNDING IN GRADES 1 AND 2  18:1 FOR READING	SAFE	RANGE GR 1 20.2-28.0 GR 2 22.7-24.8 GR 3 21.6-27.3	GRADES 1 AND 2  18:1 FOR READING
CARROL	YES		FY 99 E 23.51 M 26.09 H 25.37	REDUCE CLASS SIZE FOR READING  REDUCE K-3 FOR FIVE TITLE I SCHOOLS
CHARLES		LOWERING RATIO AT PRIMARY LEVEL		
DORCHESTER COUNTY	SAFE PLAN FUNDS WERE USED TO REDUCE CLASS SIZE TO A MAXIMUM OF 20 STUDENTS IN GRADE 1 AND 2	PLANNED MIDDLE AND GRADE 9 SUPPORT		

SCHOOL SYSTEM	SYSTEMWIDE PLAN	CURRENT INITIATIVES	CURRENT CLASS SIZE	PLANNED CLASS SIZE
GARRETT COUNTY	"NO, ALREADY HAVE LOWEST CLASS SIZE RATIO IN MD"	FOCUS ON TITLE I AND HIGH POVERTY SCHOOL TO REDUCE CLASS SIZE IN READING  MIDDLE SCHOOL READING TEACHERS PLAN IN PLACE	E 25:1 SPLIT GRADES 20:1	
HARTFORD COUNTY	YES JANUARY 1998			K 15:1 P 20:1 I 20:1 SECONDARY 25:1
HOWARD CPOUNTY	YES APPROVED BY THE BOARD 11/12/98	REDUCE CLASS SIZE TO 19:1 IN GRADES 1 AND 2 IN FOCUS AND HIGH POVERTY SCHOOLS; SECOND RECOMMENDATIO N FOR SAME REDUCTIONS IN OTHER SCHOOLS	K 22:1 1-5 24.6:1  READING GR 1-5 RANGE IS 15.9 TO 18.5  MATH GR 1-5 RANGE IS 17.7 TO20.4	REDUCE CLASS SIZE TO 19:1 IN GRADES 1 AND 2 IN FOCUS AND HIGH POVERTY SCHOOLS; SECOND RECOMMENDATIO N FOR SAME REDUCTIONS IN ALL EL SCHOOL ENG., MATH GR 9 18:1

SCHOOL SYSTEM	SYSTEMWIDE PLAN	CURRENT INITIATIVES	CURRENT CLASS SIZE	PLANNED CLASS SIZE
KENT COUNTY	YES BOARD PRIORITY IN STRATEGIC PLAN	K 18:1 GR1-4 22:1	K RANGE 14-17 GR 1-3 16-19 GR 4 21-13	K LESS THAN 17 1-4 LESS THAN 17  FUTURE PLANS INCLUDE REDUCTIONS IN MIDDLE AND HIGH
MONTGOMERY COUNTY	YES THREE TARGETED AREAS	PAST THREE YEARS 125 ADDITIONAL TEACHER POSITIONS  FY 99 43 HS TO REDUCE CLASS SIZE	ELEMENTARY 23:1 MIDDLE 26:2 HIGH 26.6	GR 1-2 READING 15:1  GR 7 MATH 20:1  HS ALGEBRA 1 20:1
QUEEN ANNE'S COUNTY	YES	TWO TITLE ONE SCHOOLS HAVE REDUCE IN AREA OF READING		REDUCE PK TO GR 3 TO 20:1
ST. MARY'S COUNTY	YES APPROVED BY THE BOARD 11/98	TASK FORCE TO STUDY CLASS SIZE AND RESEARCH	CAP GR K-2, 26 GR 3-5, 29	PRIMARY GRADES READING 20:1  GRADE 7 MATH 20:1

SCHOOL SYSTEM	SYSTEMWIDE PLAN	CURRENT INITIATIVES	CURRENT CLASS SIZE	PLANNED CLASS SIZE
SOMERSET COUNTY	NO	HAVE NOT REDUECED TEACING FORCE EVEN WITH DECLINING ENROLLMENT		
TALBOT COUNTY	NO REPORT COMPLETED IN 97-98	FOCUS IS ON FULL DAY KINDERGARTEN		
WORCESTER	YES	CLUSTER GROUPING FOR READING	ES 20.18:1 MS 24.63 Hs 18.68:1	PRIMARY LESS THAN 20 INTER. LESS THAN 23, SECONDARY LESS THAN 25



## St. Mary's County Public Schools

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DEPARTMENT OF INSTRUCTION	27180 Point Lookout Road Loveville, MD 20656	(301)475-5511	FAX (301)475-4225
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DR. PATRICIA M. RICHARDSON  
Superintendent of Schools

June 14, 1999

Dr. Gerald Boarman  
Chairman  
Special Committee to Examine  
Issues on Class Size Reduction  
7601 Hanover Parkway  
Greenbelt, Maryland 20770

Dear Dr. Boarman:

As a member of the Public School Superintendents' Association of Maryland, and as Superintendent of the St. Mary's County Public Schools, I welcome this opportunity to provide input to the Special Committee to Examine Issues Related to Class Size Reduction.

Class size reduction should be a top priority for Maryland public education and local school systems because it is one of the important tools we need to maximize student achievement and meet the needs of individual students. Clearly, it must be combined with high quality teaching, appropriate and sufficient materials, and an environment conducive to learning in order to be effective.

Reduced class size must also be considered at all grade levels. Even though the research conducted on this topic has been done mostly on the early grades, smaller classes are no less important for our middle and high school students. In a recent exit interview with some of my most successful high school seniors, they emphasized the need to keep class sizes small. They told me that in smaller classes, they were able to establish a good rapport with their teachers. They felt their teachers got to know them well and these seniors said they were much more comfortable approaching teachers even after class to ask for assistance; whereas, in their larger classes, they felt almost invisible.

To be effective, smaller classes must be taught by highly skilled and knowledgeable teachers who have been trained in instructional strategies that include "hands-on" experiences for students. Cooperative groups, paired learning, demonstrations, and other types of active learning strategies must be utilized for maximum benefit. The needs of special education students who are being included within the regular classroom must also be considered.

With any class size reduction plan, the impact on facilities must be considered. At this time, some school systems are considering all day kindergarten, some have dedicated classroom space in order to add computer labs or elementary science labs. Some are also dealing with increased enrollment due to growth in the community. It is critical that any class size reduction plan takes these things into consideration.

Class size reduction must be thought of as one of many school reform efforts. Class size reduction alone will not guarantee higher achievement. A class size reduction plan that:

- .addresses the need for staff development and training;
  - .provides a range of acceptable class sizes for elementary, middle, and high schools;
  - .is phased in;
  - .and allows some flexibility for local systems;
- would be very helpful and would certainly have the support of the superintendents.

Thank you for this opportunity to comment and best wishes on the successful completion of your task.

Sincerely,



Patricia M. Richardson, Ph.D.  
Superintendent of Schools

PMR:alo

cc: Maryland Superintendents

**State of Maryland**  
**Summary of LEA Federal Class Size Reduction Programs**

<b>School System</b>	<b>Total</b>	<b>Teachers</b>	<b>Situation</b>
Allegany	409,829	8	All day
Anne Arundel	1,032,362	21	All day
Baltimore City	5,680,736	116 est.	All day
Baltimore Co.	1,698,574	41	Reading Blocks
Calvert	193,555	4.5	All day and reading blocks
Caroline	133,618	3	All day
Carroll	284,096	8	All day
Cecil	289,971	7	All day
Charles	353,340	8	Reading blocks
Dorchester	164,745	4	All day
Frederick	443,224	8.5	All day and reading blocks
Garrett	185,141	9.5 daily contract	All day
Harford	548,570	12.5	All day and Reading blocks
Howard	411,936	10	All day
Kent	57,698	1.5	All day
Montgomery	1,724,337	31.5	Reading blocks
Prince George's	2,188,502	50	All day
Queen Anne's	117,693	3	All day
St. Mary's	332,685	6	All day
Somerset	122,603	3	Reading blocks
Talbot	101,964	2	All day
Washington	463,642	10.5	All day and reading blocks
Wicomico	378,295	8.6	All day
Worchester	167,966	4	Reading blocks
<b>Totals</b>	<b>17,485,082</b>	<b>381.1</b>	

August 19, 1999

## **Summary of Class Size Comments**

### **Monday, June 14, 1999**

Chairman Boorman did an brief introduction on the committees task and charge followed by three speakers.

#### **First Speaker:**

##### **Richard Steinke, Deputy State Superintendent for School Improvement:**

- has been tracking our progress all along
- looking at our progress along with the broad intervention plans from State Dept. of Education
- six elements critical to CSR (from research of STAR, California results, and others)
  1. clear focus on readiness and achievement
  2. focus initiative on K-3 with high to moderate "at risk" students targeted would be the best payoffs
  3. focus on 14-17 has the greatest effect - most return on investment
  4. availability of ongoing high quality professional development - work with teachers and administrators
  5. issue of space and facilities important - referenced California problems
  6. most critical point is the sufficient and adequate supply of qualified teachers:
    - teachers play the most critical role - referenced Sanders, Rivers and Horn study
    - A. regardless of instructional strategy the most critical piece is the availability of qualified and effective teachers; students exposed to ineffective teachers have measurable negative effects two years after, regardless of the effective teachers after (Sanders study); Sanders adamant about this point
    - B. need professional development of teachers
- intervention plans being discussed with State Board - State charge to find what works for students who are not doing well - identify as early as possible (early intervention program) and not let them continue on - this plan and all other plans (CSR included) discounted unless have qualified teachers
- huge CSR, if at the cost of other programs, will be problematic
- need to focus on student achievement: tutoring, after school programs, summer programs, pre-school readiness, effective use of time (weekend and after school programs)
- referenced negative effects of CSR (Randy and Ross study), i.e. looking at other programs such as tutoring, reading readiness, technology

#### **Conclusion:**

- State looking at a variety of programs
- comprehensive intervention in early grades is important - CSR can have positive effects especially on "at risk" students
- wholesale movement of CSR could hamper other programs - should be part of systemic approach

**Questions from committee members:**

1. question on certification strategies:  
content certification coupled with ability to teach is what State is now looking for - Sanders research longitudinal data base - measure student upon entering a class and compare growth of student
2. question on administrative leadership and support of teachers:  
four counties have organized to help support families, SAFE Program
3. question on credentials of school administrators:  
State looking at this issue - Sanders addressing this issue also

**Second Speaker:**

**Elaine France from the Maryland Education Coalition**

- supports CSR for K-3 as result of STAR study
- benefits of CSR in K-3 shown to have lasting effects
- research not shown benefits beyond grade 3 - no research after grade 3
- schools with most "at risk" should be priority
- if went beyond grade three there would be overwhelming increase on vouchers - too costly
- should be interventions after grade 3 (immediate action): after school programs, tutoring
- positive academic achievement for K-3

**Third Speaker:**

**Dr. Pat Richardson speaking for PSSAM and St. Mary's County Superintendent of Schools:**

- CSR should be top priority to maximize student achievement along with:
  1. increase in quality of teachers
  2. sufficient materials
  3. good working environment
- should be for all grades - not limited to K-3:  
quotes from out going seniors said invisible in large classes - smaller more intimate
- smaller helps with cooperative group learning
- helps with special ed inclusion
- have to consider facilities impact - critical
- CSR alone will not guarantee improvement - it should allow:
  1. staff development and training teachers
  2. phase in over time
  3. allow flexibility for LEAs - ex. St. Mary's wishes to reduce 6<sup>th</sup> and 9<sup>th</sup> (transition years) and is looking at a range to target

# **Maryland PTA Summer Conference Forum - July 17, 1999**

## **Public Testimony and Comment Summary**

Some 175+ PTA leaders from across the State of Maryland were present. Gary Heath gave background information and highlighted the issues surrounding class size reduction. Several gave prepared comments and then many participated in an informal speak out of their concerns and observations.

### **Maryland State Teachers Association - Patricia Foerster, Vice President**

Emphasized the need to make a difference in children's lives. Reducing class size allows teachers to do more with students so that students can achieve success. Reaffirmed the importance of the MSTA study on class size which reflected very different "actual" numbers in class size throughout the State from the formula numbers usually quoted. Highlighted elements of the Starr report and the importance of the research. Noted the need for a balanced blend between qualified certificated teachers, parent involvement, greater classroom opportunities and varied learning activities. Accented the need to have new funds to support class size so that there would not be a neglect of other areas. Supported incremental development of a class size reduction plan, with short and long term goals, and a monitoring system.

### **Howard County Council of PTAs - Wanda Hurt, President**

Emphasized agreement with previous speaker as to the importance of class size reduction and specified total class size reduction rather than instructional group size reduction. Stressed the early grades and the early learning years and lasting affect class size reduction would have on lifetime development. Reaffirmed that educating its citizenry was a fundamental function of government and that we should think of funding support for CSR as an investment rather than a cost.

### **Maryland PTA -Carolyn Roeding, Vice President for Legislation**

The Maryland PTA Legislative Survey sent to more than 1000 school PTA units ranks class size as the #1 issue of concern. It was through involvement and insistence of PTA leaders that Delegate Heller agreed to introduce the House Bill and Resolution which resulted in the formation of the Special Committee to Examine Class Size Reduction. Reaffirmed the necessity of state to assist jurisdictions get qualified and certificated teachers.

### **Harford County Council of PTAs - Pat Benedict, President**

Believes that a top priority issue for the State is to manage growth--Harford County has made a commitment to keeping class size low even though they are experiencing tremendous growth in the county. County wide PTA leaders believe there is no "cookie cutter" mold serving every jurisdiction when it comes to capacity and utilization issues. The utilization issue is a concern because of the major changes that evolve in instruction from the early planning stages of building a school to the use stage. Terry Troy from the Harford County Board of Education would like to present information on their findings concerning the utilization and capacity issue.

## **Questions, Concerns, Comments**

### **Prince George's County, Amber Waller**

Believes smaller class size is a priority and funds should be given to the counties with the lower test scores.

### **Anne Arundel County, Debbie Ballin**

Objects to the large open pods-the open classrooms. This situation creates a difficult working situation. Interested in getting rid of the pods.

**Anne Arundel County, Mary Ellen Girty**

We need a realistic definition of class size. Data that reflects class size needs to be dated so we can have accuracy.

**Baltimore County, Paul Alexander**

Encouraged a more accurate and actual reflection of student populations. Smart Growth or the rebirth of some of the older communities now recycled with new families deceive county planners as to the actual numbers and the increase of student population in older communities.

**Prince George's County, Amelia Moore**

Urged action and commitment to reduced class size be given to schools before they arrive on the reconstituted list. Crowded classrooms mean increased behavior problems and reduced learning/instructional time for students. We cannot put a price on the future. We cannot have 36 students in a class.

**Carroll County, Susan Aldrich**

The current capacity levels at the state do not reflect the current teaching strategies and instructional changes needed for MSPAP as well as the increased standards.

**Baltimore County, Cheryl \_\_\_\_\_**

Values the special attention her child got to help him speak all through his early years with as few as 10 in a class. Now, her child is about to enter Pre-K and there are 24 in the class and as a parent she is scared.

**Prince George's County, Dale Gordon**

The committee needs to look at the lowest performing schools where the risk is the highest to reduce class size so that greater achievement gains can be made.

**Prince George's County, Ed Handel**

Urges the committee to plan for national exposure to give this class size reduction issue a higher profile. People who do not have children in school need to understand that CSR is a money issue.

**Prince George's County, \_\_\_\_\_**

We need a state wide initiative to attract teachers qualified, skilled and experienced. The State needs to help with responsibility. Higher education needs to be aboard in this initiative.

**Baltimore County, Judy Weber**

Legislature needs reaffirmation of the importance of children in school succeeding rather than incarceration.

**Frederick County, Linda Adams**

During the Superintendent's Round Table discussion discovered a quote of 23 in a class....There is a discrepancy concerning class size and how it is determined.

**Anne Arundel, Kathleen Burford**

In my child's 2nd grade, there are 33 students and 1 teacher. This is not acceptable.

**Teachers Association of Baltimore County, Mark Beytin**

Baltimore County listed 23 schools as low achievement schools and approximately 8000 teachers. The Superintendent thought the county could entice teachers to remain in lower student achievement schools by giving a salary bonus of \$3500. BUT, TABCO discovered, through its survey, that teachers ranked lower class size and administrative support as the #1 and #2 priority not higher salaries.

**Montgomery County, Debbie Wilder**

Mentioned a concern for entering Kindergarten at late ages; why doesn't Maryland have earlier cut off date as other states.

Her child attends a school where the instructional grouping is reduced to 15 in reading for 90 minutes--the school has eliminated 1 second grade class and increased the size of others to 29 and 30 students. She expressed concern over this and that students also need quantity from teachers.

**Prince George's County, Kim Karrington**

Gave an excellent example through a personalized story of how we can use what we have about us in a different way to illustrate "space" to put children in so they can learn in smaller classes and groups. She mentioned split shifts, public home schooling, virtual schools, recreation facilities, spaces in business facilities, offices, and libraries as classroom settings.

**Baltimore City, Edwina Green**

Urged the committee to tell it like it is. Don't suggest strategies and then be quiet when it comes to how much funding it will cost for implementation. Every district requires help--don't just give to one -give to all.

**Montgomery County, Julie\_\_\_\_\_**

Verified that when students are taught in a 15-1 setting there is a higher energy level with teachers and a level of enthusiasm. More parents get involved and teachers are able to do more with students, instruction and learning.

**Harford County, \_\_\_\_\_**

Last speaker and wanted to emphasize again the need to revise the capacity and utilization figures used by the state so that classrooms and schools could work better for children.

## Class Size Reduction Measures



### Class Size Reduction Measures

ECS Information Clearinghouse, March 1998

The following table targets states that have attempted to limit the teacher/student ratio to 20 or fewer students per teacher. However, several "marginal" class size reduction measures that do not meet that ratio also are included.

State	Category (type)	Year Enacted	Description	Notes	Funding
AL	mandate	1997, amended 1998	State board resolution sets a timetable and limits. K-3, 18 students per teacher	Classes with aides reviewed as an exception by the state supt. of education	Through the 1995 Foundation Program Plan
CA	voluntary/incentive Cal. Chap. 6.10, §52120	1996	Legislation authorized formation of smaller classes and provided funding for those schools choosing to do so. Initial targets: 20 in K-3; grade 4 added in 97-98  Additional \$200 million for 8,000 additional classrooms, either through remodeling or use of portables. The appropriation for new facilities is a one-time provision, while class-size reduction funds are expected to be included annually in the state budget.	Legislation also mandated independent evaluation by 3-28-98.  Approximately 20,000 new teachers were needed to accommodate the smaller class sizes, which prompted the governor to sign a bill relaxing teacher certification requirements. Raises concerns about districts hiring unqualified teachers.  Other unintended consequences: a surge of teachers moving from "less-advantaged" to more desirable districts to fill newly created staff positions; a shortage of substitute teachers; supervision and training of non-certificated teachers, creating a problem for higher education teacher training programs	\$1 billion 96-97 (\$650 per student in smaller classes), \$200 million for facilities \$1.5 billion 97-98 (\$800 per student)
FL	voluntary No law, just funding	1996	Targets K-3 classrooms with a priority to Kindergarten and 1st grade; 20 students per teacher or 20+ (no more than 30 students) if a full-time aide is provided		1997-98 funding: \$100,000,000
IL	voluntary/grants 105 Ill. Comp. Stat 5/2-3.51	1997	Reading Improvement Block Grant Program authorized grants to improve reading instruction through several measures,		

			one of which is to reduce class size K-3.		
IN	pilot initially Ind. Code §21-1-29-1 statewide 88-89 Ind. Code §§1-1-30-1 to 1-1-30-9	1981  1988	"Prime Time" program  88-89: 18 students in Kindergarten, 1st grade 20 students, 2nd, 3rd	Teachers have reported improved student behavior, higher test scores and more efficient classrooms. However, program evaluations indicate a weak relationship between lower class size and student achievement, but significant improvement in teachers' morale and attitudes.	Through funding formula 1995: \$77 million
LA	mandate LA.Rev. Stat. Ann. §17:174	1986	K-3 classes not to exceed 20 unless authorized in writing by the state superintendent.	Students above the maximum not to be counted for funding purposes. No provision of this measure to take effect until funds appropriated specifically by the legislature.	unknown
ME	voluntary /grants Me. Rev. Stat. Ann. tit. 20, §4252	1989	Local units may elect to target class size within one or more grades, K-3. Recommendation of 15 to 1, with a maximum of 18 to 1.		competitive grant program
NC	voluntary N.C. Gen. Stat. §115C-301	1993 1995, 1997	Measure targeted to K-2, with a 1:23 ratio.  Pilot in Burke County Schools, 1991+	Funded 1:23 for each grade, but allowing administrative units to use dollars to reduce K-2 or to hire reading teachers within K-2 or otherwise reduce the ratio within kindergarten through 2nd.	foundation
NV	mandate Nev.Rev. Stat. §388.700	1989 revised 1993, 1995	Legislature limited class size in K-3 to 15 (core subjects) School districts and licensed personnel association(s) must develop plan to reduce class sizes in grades 1-3 within limits of available financial support.	Legislature appropriated \$450,000 for professional development. A questionnaire revealed that principals, teachers and parents believe smaller class sizes are associated with new teaching practices, increased teacher-student interaction, positive student attitudes toward learning and improved grades.  Districts reported that fewer special education referrals and less teacher absenteeism were associated with class-size reductions. More in-depth evaluations show student achievement levels remained the same when	Special revenue fund for class-size reduction Nev. Rev. Stat. §388.730

				small classes were compared with larger classes (tested over a three-year period). In some districts, however, students in smaller classes (1-20) did significantly better in reading and moderately better in math than students in classes of 21 and over.	
OK	mandate 70 Okl. St. @ 18-113.1	1990	Targets grades K,1-3, 4-6. No more than 20 students may be regularly assigned to a teacher. With the exception of certain conditions (these vary by grade levels above), fiscal and accreditation penalties apply for noncompliance.	If limitations exceeded after the first 9 weeks of the year, no fiscal penalty applies. Physical education, music, vocational not subject to limitation. If classrooms are not available and district meets certain guidelines (has maximum millage allowable or voted indebtedness within 5 prior years), then district not penalized.	Funding addressed through foundation program.
RI	voluntary /grants R.I. Gen. Laws §16-67-2	1987 (eff. 88-89); reenact- ed 1996	Districts encouraged to reduce class size to no more than 15 in grades K-3 (The Literacy Program).		Educational Improvement block grants R.I. Gen. Laws §16-5-31 (3)
SC	mandate S.C. Code Ann. §59-20-40  mandate S.C. Code Ann. § 59-139-10	1977   1993	To qualify for funds, each district required to attain 21 to 1 average pupil-teacher ratio in basic skills of reading and mathematics (grades 1-3); districts may apply to the state board for waivers (phased in from 1979 to 1983)  Early Childhood Development and Academic Assistance requires districts to design long-range plans which may include reduction in kn dg. pupil-teacher ratio (the class size component here is voluntary, but the plan is mandatory)		Funding is addressed through foundation program (Kindergarten weighted 1.30; primary 1-3, 1.24)
SD	voluntary /grants S.D. Codified Laws § 13-14-8.1	1993	Youth-at-risk funds (grants) offered as incentives for reducing class sizes in K-3 to 15 or less.		grants for up to 3 years
TN	pilot Tenn. Code	1984	Demonstration centers (operated by local boards)	Purpose of the demonstration projects and centers was to	All but 5% of costs paid by

	Ann. §49-6-3501  mandate 1985 Tenn. Pub. Acts, Ch. 463, 1	1985	established with class maximum enrollment 17. Two hundred teaching positions were funded by the department of education.  Every public school system required to have a policy that pupil-teacher ratios not exceed ratio prescribed. Within a building, the average of any grade level cannot exceed the average, although any individual class within the unit may exceed the average (but not the maximum). K-3 avg: 20 (maximum of 25).	study the effects of reduced pupil-teacher ratio on the achievement of students in public school.  First study began in 79 elementary schools in 1985. Greatest gains in inner-city small classes. Classes with teacher aides achieved slightly higher scores than regular classes, but differences were not statistically significant. (Project STAR - Student Teacher Achievement Ratio)  Longitudinal study funded in 1990 (Lasting Benefits Study) – see discussion below for details.	the department of education.  Funding provided through the foundation program (weighting).
TX	mandate Tex. Educ. Code Ann. §25.112 §25.111	1984  1995	School district may not enroll more than 22 students in K-4 classes.  Stipulates ratio of not less than one teacher to each 20 students in average daily attendance (K-4).	Numerous exceptions apply.	unknown
UT	mandate Utah Code Ann. §53A-17a-124.5	1992	Through use of appropriations, districts must reduce average class size in grades K-4, with emphasis on K-2. Must use 50% of allocation to reduce class size in K-2, with emphasis on improving reading skills. If average class size is below 18 in K-2, may petition the state board for waiver to use its allocation for reduction in other grades.	20% of district's allocation may be used for capital facilities projects that will help to reduce class size.	Funding formula (weighted pupil units) allocated \$46,311,678 in 1997 to be dispersed over four years (ending with fiscal year beginning July 1, 2000); 1996: 19,544,621; 1995: 18,632,768; 1994: 15,451,271; 1993: 11,053,098; 1992: \$4,389,540
VA	voluntary Va. Code Ann.	1996	Legislature established long-term goal of reducing pupil-teacher ratio and		State funding based on the incremental

	§22.1-199.1		class size for K-3 in those schools with high or moderate concentrations of at-risk students.		cost of providing the lower class sizes according to the greater of the division average per-pupil cost of all divisions or the actual division per - pupil cost. Local districts must provide matching funds based on the composite index of local ability to pay. State Board of Ed. to budget accordingly.
WI	voluntary/ grants 1995 Act 27 Chapter 118.43	1995	Student Achievement Guarantee in Education (SAGE); districts eligible to enter 5-year achievement guarantee contract with Dept. of Public Instr. on behalf of one school if minimum of 30% low-income students and no preschool-grade 5 grant on behalf of that school. (Also implements curricular and programmatic req's.)	Targets K, 1st grade in 98-99; adds grade 2 in 99-2000; adds grade 3 in 2001-2003.  Class size reduction is one of several reqmts. for grants; schools must also extend hours of operation, provide rigorous curriculum, create staff development and accountability programs and pass annual review.	Finance formula funds reduction in class size to 1:15 in each SAGE classroom.

## ***Small Class Sizes:***

### **Discussion, Rationale, Evidence**

The debate over the effectiveness and efficiency of reducing class size remains unresolved. Nonetheless, several state legislatures are appropriating large sums of money to reduce K-3 class sizes to between 15 and 20 students.

Researchers keep the discussion alive as they argue about the merits and methodologies of various class-size studies. For state policymakers, reducing class size is a visible, concrete initiative that can be replicated throughout schools. Meanwhile, teachers and parents proclaim what they see as obvious -- fewer students in a class makes it easier to teach and to learn. In the end, state leaders must weigh the "political points" they earn from teachers and parents against the high cost of reducing class size and the education reforms left unfunded because of this policy.

The class-size reduction discussion intensified in 1990 when the Tennessee legislature funded a longitudinal study on smaller classes and student achievement, and then commissioned a follow-up